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ABSTRACT

This publication presents an overview and summary of the results of a survey of teacher education students. The survey is one component of a larger project to increase the number of minority teachers. The questionnaire was designed to probe the academic and socioeconomic backgrounds of teacher education students as well as their attitudes and perceptions toward teaching. Data were analyzed by race/ethnicity in order to determine the differences among students from various groups. The summary is organized in three sections relative to students' precollege, college, and teacher education expectations. The bulk of the document (25 pages) is devoted to the tabulation of selected question results; the 63-item questionnaire is appended. (JD)

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AACTE/Metropolitan Life Survey of Teacher Education Students

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AACTE/METROPOLITAN LIFE
SURVEY OF TEACHER EDUCATION STUDENTS

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As in any report of this nature, every effort has been made to provide accurate data. Errors of calculation or omissions are inadvertent and remain the responsibility of the author.

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AACTE'S Board of Directors and membership appreciate the contribution of the Metropolitan Life Foundation in the development of this and other efforts to increase the pool of minority teachers.

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AACTE/ METROPOLITAN LIFE SURVEY OF TEACHER EDUCATION STUDENTS

(Fall 1988)

The following is an overview of the results of a survey of teacher education students conducted by the American Association of Colleges for Teacher Education (AACTE). The survey is one component of a larger project sponsored by the Metropolitan Life Foundation to increase the number of minority teachers. The survey results were used in the development of the 1989 AACTE publication, **Recruiting Minority Teachers: A Practical Guide.**

In Fall 1988, AACTE's Research and Information Services mailed 622 student surveys to deans/chairs of education at 42 member institutions. The institutions were randomly sampled and stratified by region, and institutional type. Surveys were received from 472 third and fourth year teacher education students (White, 58.9%, Black, 28.8%, Hispanic, 7.8%, Asian/Pacific Islander, 3.8, and American Indian/Alaskan Native, 0.6).

The questionnaire (see Appendix A) was designed to probe the academic and socioeconomic backgrounds of teacher education students as well as their attitudes and perceptions towards teaching. Data were analyzed by race/ethnicity i.e., White, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native, in order to determine differences between and among students from various groups. Only questions yielding results of <0.05 are addressed in this summary.

This summary is organized in three sections relative to students' pre-college, college and teacher education experiences.

SUMMARY OF BACKGROUND DATA

Approximately 95 percent of White teacher education students surveyed grew up in predominantly White neighborhoods, but more than half of Black (61.7%) and Asian (64.7%) students surveyed lived in neighborhoods made up mostly of minorities. (Question 16).

Whites (63.6%) and Blacks (91.6%) attended high schools where the largest ethnic presence was Black. For Hispanics (77.1%) the largest ethnic presence was Hispanic, and for Asian/Pacific Islanders (64.7%), it was Asian/Pacific Islander. This may have had an impact on an individual's decision to attend a particular postsecondary institution, as the ethnic/racial composition of an institution was rated important to very important for 64.5 percent of Blacks, 34.3 percent of Hispanics, and 40 percent of Asian/Pacific Islanders. In turn, 83.5 percent of Whites and 52.9 percent of Asian/Pacific Islanders go to mostly White institutions, 74.3 percent of Hispanics go to institutions that are at least half minority, and 83.5 percent of Blacks go to schools that are made up mostly of minorities. (Questions 18, 29, 52).

English is a second language for the majority of Hispanics (51.4%) and Asian/Pacific Islanders (61.1%), but only 5.6 percent of Hispanics are bilingual majors, and almost no Asian/Pacific Islanders major in biligual education. Most education students are majoring, and intend to teach, in either elementary or secondary education, with approximately one-fifth of Blacks (21.5%) and one-fourth of Asian/Pacific Islanders (27.8%) choosing to pursue Early Childhood Education. (Questions 3, 11).

More than half (55.5%) of the mothers of Hispanic teacher education students did not complete high school, and no Black, Hispanic or Asian/Pacific Islander respondents indicated that their mothers have doctorates. Although only 2.2 percent of the fathers of Blacks, and 2.8 percent of the fathers of Hispanics achieved the level of doctorate in their education, Blacks (37.3%) and Hispanics (48.6%) hope to get their doctorate more than Whites (13.4%) and Asian/Pacific Islanders (16.8%). (Questions 1, 12).

SUMMARY OF ATTITUDES/PERSPECTIVES ON COLLEGE LIFE

The greatest proportion of Asian/Pacific Islanders surveyed (41.2%) attended college more than 2000 miles from their home, whereas 88.5 percent of Hispanics and 48.5 percent of Blacks surveyed go to school within 50 miles of their home. (Question 3).

Although approximately 72 percent of the Asian/Pacific Islander, 70 percent of the White, and 63 percent of the Hispanic teacher education students surveyed attended the institution of their first choice, only about

45 percent of the Blacks surveyed attended their first choice. (Question 27).

Approximately 55 percent of the teacher education students surveyed attended another 2 or 4 year institution before entering their present SCDE. Hispanics (37.8%) and Asian/Pacific Islanders (33.3%) attended 2-year colleges or universities more often than Blacks (19.1%) and Whites (24.0%). Whites (41.7%) and Asian/Pacific Islanders (38.9%) attended 4-year colleges or universities more often than Blacks (31.9%) and Hispanics (29.7%). (Question 35).

Nearly 10 percent of the Hispanic teacher education students secure 80 percent of their finances for education, room, board, tuition, and fees from a part time job. Approximately 10 percent of Whites, 8 percent of Blacks, and 10 percent of Hispanics, get over 51 percent of their financial assistance from a part time job. (Question 42).

Approximately 22 percent of the Black teacher education students surveyed depend on scholarships to secure in excess of 75 percent of their financial assistance: more than any other group. Almost 18 percent of the Blacks surveyed depend on scholarships to cover 95-100 percent of their education, room, board, tuition and fees. Of the students surveyed who depend on grants to secure any of their finances, Black students more so than others (14.3%) rely on grants for over 50 percent of their financial assistance.

It appears that Whites and Blacks have the most diversified financial aid packages. With the exception of the category of "part time job", Hispanics and Asian/Pacific Islanders seem to be getting most of their aid from a single source. (Question 42).

Appoximately 6.2 percent of Black respondents have guaranteed student loans that cover more than 80 percent of their costs. A higher percentage of Asian/Pacific Islanders (31.3) have teacher education specific financial aid than others. (12.1% Whites, 23.2% Blacks, and 18.8% Hispanics). (Question 42, 43).

Fewer Asian/Pacific Islander teacher education students (62.5%) feel that their institution is sensitive to minority concerns than Hispanics (85.7%), Blacks (86.6%), or Whites (88.9%). (Question 36).

A higher percentage of Blacks (22.8%) are members of a fraternity or sorority, than any other racial/ethnic group surveyed. Blacks are also more likely to be members of a professional society than any other group (36%) (29.7% of Hispanics, 21.6% of Whites, and 16.7% of Asian/Pacific Islanders). (Question 37).

Approximately 70 percent of Whites spend most to all of their free time with students of the same racial/ethnic background. Correspondingly, over 50 percent of Blacks spend their free time with Blacks, and approximately 47

percent of Hispanics spend most to all of their free time with Hispanics. However, about 55 percent of Asian Pacific/Islanders spend only some of their time with Asian/Pacific Islanders. The highest percentage of students who spend no time with members of their own racial/ethnic background is Asian/Pacific Islanders (16.7%). (Question 40).

Although more Blacks and Hispanics rate themselves in the top 10 percent of teacher education students in their "ability to work as a team" (47.8% and 37.8% respectively) than Whites (30.0%) and Asian/Pacific Islanders (16.7%), only 9.6 percent of Blacks and 5.4 percent of Hispanics play on a sports team. Over 18 percent of Whites, and approximately 16 percent of Asian/Pacific Islanders play on a team. (Questions 19, 37).

SUMMARY OF ATTITUDES/PERSPECTIVES ON TEACHER EDUCATION PROGRAM AND TEACHING

In preparation for a career in teaching, Whites (84.2%) found education professors more helpful than Blacks (69.9%), Asian/Pacific Islanders (77.8%), and Hispanics (78.4%). Whites (54.3%) also found their elementary or secondary teachers more helpful than Blacks (35.3%), Asian/Pacific Islanders (33.3%), and Hispanics (43.2%). (Question 46).

Whites (92.2%) and Asian/Pacific Islanders (52.9%) are in education programs where the racial composition is mostly White, whereas Blacks (71.4%) go to schools composed mainly of minorities, and 45.7 percent of Hispanics are in programs that are half minorities/half Whites, and 28.6 percent are in programs that are mostly minorities. (Question 52).

Approximately 12 percent of the White and Asian/Pacific Islander teacher education students surveyed said that they did not know if they could "identify solutions to problems that might arise as the result of cultural diversity", yet almost all Whites and Asian/Pacific Islanders said that they felt that they had been prepared to work with "persons from a different cultural background than [their] own." In response to the same questions, 89.4 percent of the Black and 97.2 percent of the Hispanic teacher education students surveyed saw themselves as "somewhat able" to "very able" to identify "solutions to problems" arising from cultural diversity, and approximately 94 percent of the Black and almost 98 percent of the Hispanic students surveyed felt that they had been prepared to work with "persons from a different cultural background." (Questions 55, 56).

Higher percentages of Black, Hispanic and Asian/Pacific Islander than White teacher education students surveyed believe that low salaries for teachers, discipline problems in the schools, exhaustion, frustration at being unable to achieve one's ideals as a teacher, and the low standing of teaching as a profession are deterring minority students from pursuing careers as teachers. (Question 60).

When asked about the desirability of teaching different types of children, the White students indicated a preference for nonemotionally disturbed, White, high-income, rural or suburban, English speaking children;

the Black students prefer nonemotionally disturbed, English-speaking children; and Hispanic students prefer nonemotionally disturbed, non-English-speaking children. (Question 57).

Although most of the students surveyed saw standardized testing as a necessary rite of passage, higher percentages of the Black (68.9%), Hispanic (56.7%), and Asian/Pacific Islander students (50%), than the White students (36.2%) think that current test instruments discriminate against minorities. (Questions 61, 62).

TABULATION OF SELECTED QUESTIONS RESULTS

BACKGROUND DATA

Q2: "What is the highest degree level you eventually expect to attain?"

	Bachelor's	Master's	Doctorate
White	16.7	69.9	13.4
Black	9.0	53.7	37.3
Hispanic	10.8	40.5	48.6
Asian/ Pacific Islander	50.0	33.3	16.8

Q3: "What is your academic major?"

	Early Childhood	Elementary	Secondary	Special	Bilingual	Vocational	Othr.
W.	11.9	52.3	25.3	3.6	.7	.7	5.4
B.	21.5	44.4	11.1	14.8	---	2.2	5.9
H.	2.8	58.3	13.9	8.3	5.6	16.7	8.3
As/P	27.8	50.0	11.1	5.6	---	---	3.7

Q4: "Do you also have a liberal arts major?"

White	22.1
Black	20.3
Hispanic	40.0
Asian/Pacific Islander	43.8

Q6: "Your current overall GPA is:"

	A	B	C
White	31.5	57.1	11.4
Black	11.4	59.8	28.8
Hispanic	5.4	75.7	18.9
Asian/Pacific Islander	25.0	50.0	25.0

Q10: "How old will you be on December 31, 1988?"

	White	Black	Hispanic	Asian/Pacific Islander
18	---	1.5	---	---
19	.4	11.0	5.4	11.1
20	8.3	8.8	8.1	5.6
21	23.4	14.7	13.5	5.6
22	14.7	11.8	10.8	16.7
23	5.4	6.6	8.1	16.7
24	2.5	4.4	21.6	11.1
25	3.2	5.1	2.7	11.1
26-30	16.9	13.2	13.5	---
31-40	18.0	19.1	16.2	16.7
40 +	7.2	3.7	---	5.6

Q11: "Is English your native language?"
[percentage corresponds to answer of yes]

White	98.6
Black	97.0
Hispanic	48.6
Asian/Pacific Islander	38.9

Q12: "What was the highest level of education completed by your parents/guardians?"

Less than a high school education:

	Mother	Father
White	13.9	16.9
Black	24.2	25.6
Hispanic	55.5	47.2
Asian/Pacific Islander	38.9	23.5

Doctorate:

	Mother	Father
White	.4	3.3
Black	---	2.2
Hispanic	---	2.8
Asian/Pacific Islander	---	---

Q13: "What is your best estimate of your parents' total income last year?"

	Less than $15K	$20-50K	More than $50K
White	11.8	50.9	29.3
Black	19.5	55.1	14.4
Hispanic	13.5	62.1	8.1
Asian/Pacific Islander	31.3	43.8	12.6

Q14: "What year did you graduate from high school?"

	White	Black	Hispanic	Asian/Pacific Islander
1988	---	---	8.1	---
1987	.4	12.7	10.0	---
1986	10.4	9.7	---	22.2
1985	27.0	17.2	16.2	11.1
1984	10.1	11.2	8.1	16.7
1983	4.0	5.2	16.2	16.7
1982 (or earlier)	45.3	42.5	45.9	33.3
Did not but pass GED	2.5	1.5	---	---
Never Completed	.2	---	---	---

Q16: "The racial composition of your neighborhood when you attended high school was:"

	White	Black	Hispanic	Asian/Pacific Islander
More Whites than Minorities	95.0	18.0	25.0	29.4
half Minorities half Whites	4.7	20.3	27.8	5.9
More minorities than Whites	.4	61.7	47.2	64.7

Q18: "The minority students at your high school were predominantly:"

	White	Black	Hispanic	Asian/Pacific Islander
Black	63.6	91.6	20.0	5.9
Hispanic	17.4	6.9	77.1	17.6
Asian/Pacific Islander	9.5	.8	2.9	64.7

Q19: "Rate yourself on each of the following traits as compared with the average person your age"

Ability to work as a team:

	White	Black	Hispanic	Asian/Pacific Islander
top 10%	30.0	47.8	37.8	16.7
above average	45.8	38.1	37.8	27.8
average	23.1	11.9	24.3	55.6
below average	1.1	2.2	---	---
bottom 10%	---	---	---	---

Self-confidence (social):

	White	Black	Hispanic	Asian/Pacific Islander
top 10%	16.6	31.9	16.2	22.2
above average	43.3	43.0	40.5	33.3
average	31.8	22.2	32.4	38.9
below average	7.6	3.0	10.8	---
bottom 10%	.7	---	---	5.6

Q20: "Did anything other than academic classwork (i.e. athletic activities) prepare you for college?"
[Percent shown corresponds to an answer of yes.]

White	70.1
Black	68.7
Hispanic	64.9
Asian/Pacific Islander	16.7

Q21: "If yes, did these activities include:"

Career Counseling:

White	14.1
Black	34.6
Hispanic	16.2
Asian/Pacific Islander	5.6

Future Clubs:

Whites	16.7
Blacks	30.9
Hispanics	32.4
Asian/Pacific Islanders	---

School Counseling:

Whites	10.1
Blacks	20.6
Hispanics	13.5
Asian/Pacific Islanders	5.6

Theater/drama:

Whites	19.2
Blacks	16.2
Hispanics	2.7
Asian/Pacific Islanders	---

Music/Orchestra

Whites	29.0
Blacks	22.8
Hispanics	10.8
Asian/Pacific Islanders	---

Q22: "Which of the following contributed to your decision to choose teaching as a career?"

heard and/or saw TV/radio commercials on the teaching profession:

Whites	.4
Blacks	5.1
Hispanics	---
Asian/Pacific Islanders	11.1

liked the idea of having summers off:

Whites	42.8
Blacks	22.8
Hispanics	13.5
Asian/Pacific Islander	33.3

Q23: "Did any of the following factors influence your decision to attend college?"

Learning more about things I am interested in.

Whites	73.0
Blacks	50.7
Hispanics	64.9
Asian/Pacific Islanders	61.1

Q24: "In your search for a college/university to attend did you rely on any of the services/products listed below for information?"

College catalog

Whites	59.0
Blacks	58.1
Hispanics	35.1
Asian/Pacific Islanders	77.8

Presentations from campus recruiters

Whites	21.6
Blacks	28.7
Hispanics	40.5
Asian/Pacific Islanders	16.7

Campus visits

Whites	51.1
Blacks	39.0
Hispanics	37.8
Asian/Pacific Islanders	16.7

Q27: "Was this institution your first choice?"

Whites	70.3
Blacks	45.5
Hispanics	63.9
Asian/Pacific Islanders	72.2

Q29: "How important were the following factors in influencing your decision to attend this particular institution?"

ethnic/racial composition of institution:

	very important	important	not very important	unimportant
Whites	1.9	11.9	47.6	38.7
Blacks	28.2	36.3	23.4	12.1
Hispanics	8.8	26.5	38.2	26.5
Asian/Pacific Islanders	13.3	26.7	38.2	26.7

overall appearance of campus

	very important	important	not very important	unimportant
Whites	11.5	47.8	26.3	14.4
Blacks	16.4	46.7	27.9	9.0
Hispanics	8.8	58.8	29.4	2.9
Asian/Pacific Islanders	6.3	31.3	62.5	---

geographic location of institution

	very important	important	not very important	unimportant
Whites	46.2	36.3	12.8	4.8
Blacks	29.0	44.4	21.8	4.8
Hispanics	41.2	35.3	17.6	5.9
Asian/Pacific Islanders	22.2	22.2	38.9	16.7

availability of financial aid

	very important	important	not very important	unimportant
Whites	35.9	20.7	17.8	25.6
Blacks	49.6	28.8	9.6	12.0
Hispanics	48.6	28.6	14.3	8.6
Asian/Pacific Islanders	40.0	26.7	6.7	26.7

personal/academic counseling

	very important	important	not very important	unimportant
Whites	11.1	35.1	31.0	22.9
Blacks	28.8	45.6	17.6	8.0
Hispanics	20.6	55.9	17.6	5.9
Asian/Pacific Islanders	47.1	29.4	17.6	5.9

tutoring programs

	very important	important	not very important	unimportant
Whites	1.9	15.2	41.1	41.9
Blacks	16.9	38.7	32.3	12.1
Hispanics	11.8	38.2	29.4	20.6
Asian/Pacific Islanders	41.2	17.6	23.5	17.6

accessibility of faculty

	very important	important	not very important	unimportant
Whites	23.9	43.8	19.1	13.2
Blacks	42.9	40.5	11.9	4.8
Hispanics	15.2	60.6	21.2	3.0
Asian/Pacific Islanders	58.8	23.5	17.6	---

career guidance office

	very important	important	not very important	unimportant
Whites	8.1	28.5	35.9	27.4
Blacks	18.7	48.0	26.8	6.5
Hispanics	12.1	51.5	30.3	6.1
Asian/Pacific Islanders	18.8	37.5	31.3	12.5

availability of helpful and responsive education faculty

	very important	important	not very important	unimportant
Whites	30.7	43.7	14.1	11.5
Blacks	45.3	41.4	10.9	2.3
Hispanics	39.4	48.5	9.1	3.0
Asian/Pacific Islanders	46.7	40.0	13.3	---

minority counselor

	very important	important	not very important	unimportant
Whites	.4	3.3	30.1	66.2
Blacks	13.9	34.4	36.1	15.6
Hispanics	12.1	21.2	39.4	27.3
Asian/Pacific Islanders	7.1	28.6	35.7	28.6

housing service

	very important	important	not very important	unimportant
Whites	3.7	22.8	19.4	54.1
Blacks	19.7	26.2	23.8	30.3
Hispanics	3.0	12.1	39.4	45.5
Asian/Pacific Islanders	13.3	26.7	26.7	33.3

ATTITUDES/PERSPECTIVES ON COLLEGE LIFE

Q33: "How many miles is this institution from your home?"

	Less than 20	20-50	51-100	101-500	501-1000	1001-2000	more than 2000
White	26.0	20.1	10.4	25.3	10.8	4.5	3.0
Black	32.3	16.2	9.2	20.0	6.9	3.1	12.3
Hisp.	71.4	17.1	---	2.9	5.7	2.9	---
Asian/ Pacf.	29.4	11.8	5.9	5.9	5.9	---	41.2

Q35: "[If you have attended another institution before entering this one,] what type of institution(s) did you attend?"

	2-year Community College	4-year College University	Vocational/Technical/ Trade/Business School
White	24.0	41.7	2.5
Black	19.1	31.9	6.6
Hispanic	37.8	29.7	5.4
Asian/Pacific Islander	33.3	38.9	---

Q36: "Is your college administration sensitive to minority concerns?"

Whites	88.9
Blacks	86.6
Hispanics	85.7
Asian/Pacific Islanders	62.5

Q37: "Do you hold membership in any campus clubs or organizations listed below?"

fraternity/sorority

Whites	16.2
Blacks	22.8
Hispanics	---
Asian/Pacific Islanders	11.1

professional organization

Whites	21.6
Blacks	36.0
Hispanics	29.7
Asian/Pacific Islanders	16.7

Collegiate/intramural sports team

Whites	18.7
Blacks	9.6
Hispanics	5.4
Asian/Pacific Islanders	16.7

Q39: "The racial composition of the student body at your institution is:"

	more Whites than minorities	half minorities/ half Whites	more minorities than Whites
Whites	83.5	12.5	4.0
Blacks	21.9	9.4	68.8
Hispanics	25.7	42.9	31.4
Asian/Pacific Islanders	52.9	23.5	23.5

Q40: "How much of your free time do you spend with students of a different racial/ethnic background?"

	White	Black	Hispanic	Asian/Pacific Islander
I spend <u>all</u> of my free time with students of my own racial/ethnic background	18.5	16.3	5.6	11.1
I spend <u>most</u> of my free time with students of my own racial/ethnic background	50.6	34.9	41.7	16.7
I spend <u>some</u> of my free time with students of my own racial/ethnic background	25.1	41.9	50.0	55.6
I do <u>not</u> spend <u>any</u> of my free time with students of my own racial/ethnic background	5.9	7.0	2.8	16.7

Q41: "During the last year, how many hours did you spend during a typical week on the following activities?"

talking w/teachers outside of class

	None	1-5hr.	5-10	10-15	15-20	More than 20
Whites	14.4	74.2	8.9	1.1	.7	.7
Blacks	10.0	63.8	16.2	4.6	1.5	3.8
Hispanics	13.9	66.7	13.9	2.8	---	2.8
Asian/Pacific Islanders	16.7	55.6	11.1	5.6	5.6	5.6

exercising/sports

	None	1-5hr.	5-10	10-15	15-20	More than 20
Whites	14.0	45.6	23.5	8.8	3.3	4.8
Blacks	24.2	46.0	14.5	6.5	2.4	6.5
Hispanics	33.3	27.8	25.0	8.3	---	5.6
Asian/Pacific Islanders	16.7	44.4	5.6	5.6	---	27.8

student clubs/groups

	None	1-5hr	5-10	10-15	15-20	More than 20
Whites	56.6	30.7	8.6	2.6	.4	1.1
Blacks	37.8	45.7	7.9	4.7	---	3.9
Hispanics	60.0	31.4	8.6	---	---	---
Asian/Pacific Islanders	55.6	33.3	---	---	---	11.1

watching TV

	None	1-5hr	5-10	10-15	15-20	More than 20
Whites	11.8	44.9	25.0	11.4	2.9	4.0
Blacks	2.3	45.7	24.0	12.4	6.2	9.3
Hispanics	16.7	58.3	11.1	2.8	5.6	5.6
Asian/Pacific Islanders	22.2	33.3	22.2	5.6	---	16.7

religious service

	None	1-5hr	5-10	10-15	15-20	More than 20
Whites	30.4	53.0	9.6	1.9	1.9	3.3
Blacks	14.1	56.3	14.1	7.0	.8	7.8
Hispanics	25.7	57.1	8.6	---	2.9	5.7
Asian/Pacific Islanders	22.2	38.9	11.1	5.6	5.6	16.7

Q42: "Please estimate the percentage of financial assistance to support your college education, room, board, tuition and fees which comes from these sources:"

part time job

	Whites	Blacks	Hispanics	Asian/Pacific Islanders
0	---	4.3	---	---
1	8.8	4.3	---	66.7
2	2.5	4.3	---	---
3	---	---	---	33.3
4	2.5	---	---	---
5	15.0	17.4	20.0	---
7	1.3	---	---	---
10	23.8	17.4	20.0	---
15	3.8	8.7	---	---
19	1.3	---	---	---
20	12.5	8.7	20.0	---
25	3.8	13.0	---	---
27	---	4.3	---	---
30	6.3	4.3	10.0	---
33	---	4.3	---	---
35	---	---	10.0	---
40	2.5	---	---	---
50	6.3	---	10.0	---
60	1.3	4.3	---	---
70	1.3	---	---	---
75	2.5	---	---	---
80	1.3	---	10.0	---
85	1.3	---	---	---
90	1.3	4.3	---	---
100	1.3	---	---	---

scholarship (federal/state)

	Whites	Blacks	Hispanics	Asian/Pacific Islanders
0	2.6	4.3	---	---
1	2.3	4.3	---	---
2	2.6	---	---	---
3	2.6	---	---	---
5	7.7	---	---	---
10	30.8	21.7	33.3	---
15	10.3	---	---	---
20	7.7	8.7	---	---
25	---	13.0	33.3	---
30	5.1	4.3	---	---
35	---	---	---	100.0
38	2.6	---	---	---
40	---	4.3	33.3	---
45	2.6	---	---	---
46	---	4.6	---	---
50	12.8	4.3	---	---
55	2.6	---	---	---
60	---	4.3	---	---
70	---	4.3	---	---
75	2.6	---	---	---
80	5.1	4.3	---	---
95	---	8.7	---	---
100	---	8.7	---	---

Grant (private)

	Whites	Blacks	Hispanics	Asian/Pacific Islanders
0	4.5	14.3	---	---
1	13.6	---	---	---
2	4.5	---	---	---
5	13.6	42.9	---	---
10	27.3	---	---	---
15	4.5	---	---	---
19	---	---	100.0	---
20	9.1	---	---	---
25	---	14.9	---	---
30	9.1	14.3	---	---
33	4.5	---	---	---
35	---	---	---	100.0
50	4.5	---	---	---
90	4.5	---	---	---
100	---	14.3	---	---

guaranteed student loan

	Whites	Blacks	Hispanics	Asian/Pacific Islanders
0	1.2	3.1	---	---
2	---	3.1	---	---
5	3.5	6.3	---	33.3
6	1.2	---	---	---
10	17.6	---	33.3	33.3
15	4.7	9.4	---	---
20	11.8	3.1	16.7	---
22	---	3.1	---	---
25	12.9	15.6	---	---
29	2.4	---	---	---
30	9.4	6.3	---	---
35	1.2	---	16.7	---
40	4.7	---	---	---
44	1.2	---	---	---
45	---	---	---	33.3
50	11.8	15.6	---	---
51	---	---	16.7	---
55	1.2	6.3	---	---
60	1.2	3.1	16.7	---
65	1.2	---	---	---
70	2.4	9.4	---	---
75	3.5	9.4	---	---
80	3.5	---	---	---
83	---	3.1	---	---
95	1.2	---	---	---
100	1.2	3.1	---	---

Q43: "Was any of [your] financial aid specific for teacher education students only?"

Whites	12.1
Blacks	23.2
Hispanics	18.8
Asian/Pacific Islanders	31.3

Q44: "How helpful do you consider the following activities in recruiting more minority students into your teacher education program?"

increase financial aid opportunity for minorities

	very helpful	helpful	not very helpful	don't know
Whites	41.1	38.9	7.2	12.8
Blacks	70.5	24.0	3.9	1.6
Hispanics	77.1	20.0	---	2.9
Asian/Pacific Islanders	76.5	23.5	---	---

Expand minority-oriented cultural and social events

	very helpful	helpful	not very helpful	don't know
Whites	21.8	52.3	11.3	14.7
Blacks	35.4	48.8	11.0	4.7
Hispanics	34.3	48.6	11.4	5.7
Asian/Pacific Islanders	18.8	50.0	18.8	12.5

Employ minority faculty, staff, and administrators

	very helpful	helpful	not very helpful	don't know
Whites	23.4	47.9	15.1	13.6
Blacks	41.5	43.8	11.5	3.1
Hispanics	31.4	57.1	5.7	5.7
Asian/Pacific Islanders	5.9	64.7	17.6	11.8

Increase special minority living accomodations

	very helpful	helpful	not very helpful	don't know
Whites	4.2	33.2	39.2	23.4
Blacks	19.8	41.3	25.4	13.5
Hispanics	20.0	37.1	31.4	11.4
Asian/Pacific Islanders	---	62.5	18.8	18.8

Offer more remedial and review course work

	very helpful	helpful	not very helpful	don't know
Whites	12.9	39.8	23.9	23.5
Blacks	25.8	50.0	15.3	8.9
Hispanics	23.5	52.9	5.9	17.6
Asian/Pacific Islanders	11.8	64.7	5.9	17.6

Increase tutorial and counseling help for minorities

	very helpful	helpful	not very helpful	don't know
Whites	16.7	49.6	13.6	20.1
Blacks	38.1	48.4	8.7	4.8
Hispanics	34.3	51.4	2.9	11.4
Asian/Pacific Islanders	35.3	41.2	5.9	17.6

Offer more institutional information directed toward minority problems and concerns

	very helpful	helpful	not very helpful	don't know
Whites	13.6	58.0	9.5	18.9
Blacks	39.4	44.1	8.7	7.9
Hispanics	37.1	51.4	2.9	8.6
Asian/Pacific Islanders	12.5	56.3	12.5	18.8

Different admission standards for minorities

	very helpful	helpful	not very helpful	don't know
Whites	3.4	16.4	58.4	21.8
Blacks	8.0	34.4	41.6	16.0
Hispanics	14.3	25.7	40.0	20.0
Asian/Pacific Islanders	18.8	37.5	25.0	18.8

More extensive recruiting by minority admission counselors

	very helpful	helpful	not very helpful	don't know
Whites	19.3	51.9	11.0	17.8
Blacks	40.2	44.1	6.3	9.4
Hispanics	34.3	51.4	2.9	11.4
Asian/Pacific Islanders	23.5	47.1	11.8	17.6

Increase the use of minority students and faculty in students recruiting

	very helpful	helpful	not very helpful	don't know
Whites	25.7	47.5	9.6	17.2
Blacks	47.2	38.6	7.1	7.1
Hispanics	41.2	47.1	---	11.8
Asian/Pacific Islanders	50.0	37.5	6.3	6.3

ATTITUDES/PERSPECTIVES ON TEACHER EDUCATION PROGRAM AND TEACHING

Q46: "Which type of person has been helpful in preparing you for a teaching career?"

education professor

Whites	84.2
Blacks	69.9
Hispanics	78.4
Asian/Pacific Islanders	77.8

elem./sec. teacher

Whites	54.3
Blacks	55.3
Hispanics	43.2
Asian/Pacific Islanders	33.3

Q50: "Have you made friends in your teacher education program?"

Whites	98.9
Blacks	98.5
Hispanics	91.4
Asian/Pacific Islanders	100.0

Q52: "What is the racial composition of the students in your teacher education program?"

	more Whites than minorities	half minorities/ half Whites	more minorities than Whites
Whites	92.2	3.7	4.1
Blacks	18.0	10.5	71.4
Hispanics	25.7	45.7	28.6
Asian/Pacific Islanders	52.9	17.6	29.4

Q55: "At this point in your program, how able do you think you are to perform the following tasks:"

Identify solutions to problems that may arise as the result of cultural diversity

	very able	somewhat able	unable	don't know
Whites	26.8	54.8	6.6	11.8
Blacks	40.5	48.9	3.1	7.6
Hispanics	44.4	52.8	2.8	---
Asian/Pacific Islanders	29.4	58.8	---	11.8

Identify societal forces influencing opportunities for minority group members

	very able	somewhat able	unable	don't know
Whites	21.7	51.1	11.4	15.8
Blacks	38.8	51.2	3.1	7.0
Hispanics	41.7	52.8	2.8	2.8
Asian/Pacific Islanders	35.3	52.9	---	11.8

Q56: "Do you feel that you have been prepared to work with:"

persons from a different cultural background than your own

Whites	83.8
Blacks	94.0
Hispanics	97.2
Asian/Pacific Islanders	100.0

Q57: "Upon completion of your teacher education degree, what area do you expect to teach?"

	Early Childhood Education	Elementary Education	Secondary Education	Special Ed.	Bilingual Ed.	Vocational Ed.
W.	11.0	52.7	27.5	5.1	.7	.4
B.	21.1	47.4	13.5	13.5	---	1.5
H.	2.9	60.0	17.1	5.7	11.4	2.9
A/P	25.0	50.0	12.5	12.5	---	---

Q59: "Listed below are a variety of different types of students and educational and geographic settings. How desirable would each be to you for your first teaching assignment?"

emotionally disturbed

	most desirable	desirable	less desirable	don't know
Whites	7.4	20.3	61.6	10.7
Blacks	6.3	30.5	50.0	13.3
Hispanics	---	22.9	60.0	17.1
Asian/Pacific Islanders	5.9	23.5	35.3	35.3

minority setting

	most desirable	desirable	less desirable	don't know
Whites	7.0	51.3	26.2	15.5
Blacks	29.2	60.0	6.9	3.8
Hispanics	42.9	54.3	2.9	---
Asian/Pacific Islanders	29.4	58.8	5.9	5.9

majority setting

	most desirable	desirable	less desirable	don't know
Whites	19.5	63.3	4.9	12.4
Blacks	8.7	66.9	15.0	9.4
Hispanics	11.4	68.6	14.3	5.7
Asian/Pacific Islanders	11.8	58.8	17.6	11.8

non-English speaking children

	most desirable	desirable	less desirable	don't know
Whites	2.2	14.8	73.8	9.2
Blacks	4.6	15.4	70.0	10.0
Hispanics	28.6	40.0	28.6	2.9
Asian/Pacific Islanders	23.5	17.6	35.3	23.5

traditional classroom/school

	most desirable	desirable	less desirable	don't know
Whites	33.7	51.1	11.9	3.3
Blacks	30.5	60.9	4.7	3.9
Hispanics	23.5	67.6	5.9	2.9
Asian/Pacific Islanders	12.5	43.8	25.0	18.8

high income setting

	most desirable	desirable	less desirable	don't know
Whites	18.2	49.1	23.0	9.7
Blacks	11.7	53.9	25.0	9.4
Hispanics	2.9	42.9	48.6	5.7
Asian/Pacific Islanders	5.9	58.8	11.8	23.5

low income setting

	most desirable	desirable	less desirable	don't know
Whites	7.1	45.7	37.9	9.3
Blacks	19.2	56.9	17.7	6.2
Hispanics	28.6	45.7	20.0	5.7
Asian/Pacific Islanders	5.9	64.7	17.6	11.8

rural

	most desirable	desirable	less desirable	don't know
Whites	24.8	51.9	18.1	5.2
Blacks	10.3	52.4	26.2	11.1
Hispanics	2.9	55.9	26.5	14.7
Asian/Pacific Islanders	6.3	75.0	12.5	6.3

suburban

	most desirable	desirable	less desirable	don't know
Whites	30.7	53.6	10.9	4.9
Blacks	22.0	66.9	7.1	3.9
Hispanics	18.2	54.5	18.2	9.1
Asian/Pacific Islanders	---	81.3	6.3	12.5

urban

	most desirable	desirable	less desirable	don't know
Whites	7.8	40.7	43.7	7.8
Blacks	18.8	62.5	14.1	4.7
Hispanics	18.2	57.6	15.2	9.1
Asian/Pacific Islanders	6.3	56.3	12.5	25.0

Q60: "From your experiences as a teacher education student, what do you consider to be the most important reasons why more minority students do not enter the teaching profession."

Low teacher salaries

Whites	43.5
Blacks	74.1
Hispanics	62.2
Asian/Pacific Islanders	52.9

Discipline problems in the schools

Whites	23.2
Blacks	53.3
Hispanics	43.2
Asian/Pacific Islanders	41.2

A feeling of exhaustion

Whites	11.6
Blacks	28.9
Hispanics	29.7
Asian/Pacific Islanders	41.2

Frustration at being unable to achieve one's ideals as a teacher

Whites	27.2
Blacks	41.5
Hispanics	32.4
Asian/Pacific Islanders	47.1

Low standing of teaching as a profession

Whites	42.4
Blacks	57.8
Hispanics	56.8
Asian/Pacific Islanders	47.1

Parents don't support teachers

Whites	39.5
Blacks	55.6
Hispanics	45.9
Asian/Pacific Islanders	29.4

Outstanding teacher performance goes unrewarded

Whites	26.1
Blacks	43.7
Hispanics	32.4
Asian/Pacific Islanders	29.4

Greater job opportunities for women and minorities

Whites	22.8
Blacks	37.0
Hispanics	18.9
Asian/Pacific Islanders	35.3

Q61: "As you are probably aware, a lot of discussion has occurred around the testing of teachers. Indicate whether you agree or disagree with the following statements."

Testing of teachers is necessary, however, current test instruments discriminate against minority students. (answer corresponds with "agree")

Whites	36.2
Blacks	68.9
Hispanics	56.7
Asian/Pacific Islanders	50.0

Q62: "If your institution/state currently has a test requirement in place, how well do you feel you have been prepared for it?"

	well	adequately	poorly
Whites	38.9	52.3	8.8
Blacks	30.2	57.1	12.7
Hispanics	38.2	55.9	5.9
Asian/Pacific Islanders	11.8	70.6	17.6

OFFICE USE ONLY

The American Association of Colleges
for Teacher Education

TEACHER EDUCATION STUDENT SURVEY

This survey is designed to gather information about teacher education students, i.e. their backgrounds, attitudes, and perceptions about the teaching profession, their teacher education program and college/university in general.

For the purposes of this survey, minority students have been defined as Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaskan Native. In completing this survey, we would like you to choose one ethnic/racial group that describes you best.

You should be able to complete this questionnaire in 30 minutes or less. Your answers will be kept confidential and reported only in aggregate form. We ask you to be as accurate as possible in answering these questions and thank you for your assistance with this important research project.

When required, please check (✓) to indicate your response.

BACKGROUND DATA

1. Are you a

full-time student ( )

part-time student ( )

2. What is the highest degree level you eventually expect to attain?

Bachelor's ( )
Master's ( )
Doctorate ( )

3. What is your academic major?

Early Childhood Education ( )
Elementary Education ( )
Secondary Education ( )
Special Education ( )
Bilingual Education ( )
Vocational Education ( )
Other _____ ( )
(please specify)

4. Do you also have a liberal arts major?

Yes ( )
No ( )

If no, please continue with question #6.

5. If yes, please specify:

_____

6. Your current overall GPA is:

A ( )
B ( )
C ( )
D ( )
F ( )

7. Are you a

junior	( )
senior in a 4-year program	( )
senior in a 5-year program	( )
post-baccalaureate student	( )

8. Are you

White	( )
Black	( )
Hispanic	( )
Asian/Pacific Islander	( )
American Indian/Alaskan Native	( )

9. Gender

Male	( )
Female	( )

10. How old will you be on December 31, 1988?

16 or younger	( )
17	( )
18	( )
19	( )
20	( )
21	( )
22	( )
23	( )
24	( )
25	( )
26 - 30	( )
31 - 40	( )
41 - 50 or older	( )

11. Is English your native language?

Yes	( )
No	( )

12. What was the highest level of education completed by your parents/guardians? (Please check <u>one</u> for mother and father.)

	Mother/ guardian	Father/ guardian
Elementary school or less	( )	( )
Some high school	( )	( )
High school	( )	( )
Vocational, business or technical school graduate	( )	( )
Two-year college graduate	( )	( )
Some college, but did not graduate	( )	( )
Four-year college graduate	( )	( )
Master's degree	( )	( )
Doctorate	( )	( )
Professional degree (law, medicine, etc.)	( )	( )

13. What is your <u>best estimate</u> of your parents' total income last year? (Please check <u>one</u>.)

Less than $9,999 ( )

$10,000 - 14,999 ( )

$15,000 - 19,999 ( )

$20,000 - 24,999 ( )

$25,000 - 29,999 ( )

$30,000 - 39,999 ( )

$40,000 - 49,999 ( )

$50,000 - 59,999 ( )

over $60,000 ( )

14. What year did you graduate from high school?
(Please check one.)

1988	( )
1987	( )
1986	( )
1985	( )
1984	( )
1983	( )
1982 (or earlier)	( )
Did not graduate but passed GED	( )
Never completed high school	( )

15. Your average grade in high school was:

A	( )
B	( )
C	( )
D	( )
F	( )

16. The racial composition of your neighborhood when you attended high school was:

more Whites than minorities	( )
half minorities/half Whites	( )
more minorities than Whites	( )

17. The racial composition of your high school was:

more Whites than minorities	( )
half minorities/half Whites	( )
more minorities than Whites	( )

18. The minority students at your high school were predominantly:
(Please check <u>one</u>.)

Black	( )
Hispanic	( )
Asian/Pacific Islander	( )
American Indian/Alaskan Native	( )

19. Rate yourself on each of the following traits as compared with the average person your age.
(Please check <u>one</u> for each item.)

	top 10%	above average	average	below average	bottom 10%
academic ability	( )	( )	( )	( )	( )
drive to achieve	( )	( )	( )	( )	( )
emotional stability	( )	( )	( )	( )	( )
leadership ability	( )	( )	( )	( )	( )
self-confidence (intellectual)	( )	( )	( )	( )	( )
self-confidence (social)	( )	( )	( )	( )	( )
competitiveness	( )	( )	( )	( )	( )
ability to work as a member of a team	( )	( )	( )	( )	( )

20. Did anything other than academic classwork (i.e. athletic activities) prepare you for college?

Yes ( )
No ( )

If no, please continue with question # 22.

21. If yes, did these activities include:
(Please check all that apply.)

career counseling ( )

"future clubs" ( )

sports teams ( )

school counseling ( )

theater/drama ( )

music/orchestra ( )

Other _____ ( )
(please specify)

22. Which of the following contributed to your decision to choose teaching as a career?
(Please check all that apply.)

heard and/or saw TV/radio commercials on the teaching profession	( )
volunteered as aide at a daycare center and/or something comparable	( )
talked to friends who studied to become a teacher	( )
learned that more teachers were needed	( )
learned that teachers' salaries were increasing	( )
considered teaching a reasonably easy field to enter	( )
hoped to help children grow academically and emotionally	( )
had a particularly inspirational teacher	( )
liked the idea of having summers off	( )
parents/relatives encouraged me	( )
parents/relatives who were teachers inspired me	( )
Other _____ (please specify)	( )

ATTITUDES/PERSPECTIVES ON COLLEGE LIFE

23. Did any of the following factors influence your decision to attend college?
(Please check all that apply.)

Preparation for a career	( )
Obtain a good education	( )
Learning more about things I am interested in	( )
Parental pressure	( )
Couldn't decide what else to do	( )
None	( )
Other _____ (please specify)	( )

24. In your search for a college/university to attend did you rely on any of the services/products listed below for information? (Please check all that apply.)

brochures	( )
college catalog	( )
magazine ads	( )
radio/television	( )
presentations from campus recruiters	( )
campus visits	( )
information from friends/relatives	( )
high school counselor	( )

25. How many colleges/universities did you apply to?

1	( )
2-3	( )
4-6	( )
6 or more	( )

26. How many acceptances did you receive?

1	( )
2-3	( )
4-6	( )
6 or more	( )

27. Was this institution your first choice?

Yes ( )
No ( )

If yes, please continue with question # 29.

28. If no, why wasn't this institution your first choice?

I was not accepted by the institution I wanted to attend ( )

The college of my first choice did not offer me adequate financial aid ( )

Other _____ ( )
(please specify)

29. How important were the following factors in influencing your decision to attend this particular institution. (Please check <u>one</u> for each item.)

	very important	important	not very important	unimportant
reasonable cost	( )	( )	( )	( )
academic reputation of institution	( )	( )	( )	( )
size of campus population	( )	( )	( )	( )
ethnic/racial composition of institution	( )	( )	( )	( )
availability of teacher education program	( )	( )	( )	( )
overall appearance of campus	( )	( )	( )	( )
geographic location of institution	( )	( )	( )	( )
closeness to home	( )	( )	( )	( )
availability of financial aid	( )	( )	( )	( )
personal/academic counseling	( )	( )	( )	( )
tutoring programs	( )	( )	( )	( )
accessibility of faculty	( )	( )	( )	( )
career guidance office	( )	( )	( )	( )
availability of helpful and responsive education faculty	( )	( )	( )	( )
minority counselor	( )	( )	( )	( )
housing service	( )	( )	( )	( )
recommendations by friends/relatives	( )	( )	( )	( )

30. Would you recommend this teacher education program to a friend?

Yes ( )
No ( )

If no, please continue with question # 32.

31. If yes, please state reasons.

_____

_____

32. If no, please state reasons.

_____

_____

33. How many miles is this institution from your parents' home?

less than 20 miles ( )
20-50 miles ( )
51-100 miles ( )
101-500 miles ( )
501-1000 miles ( )
1001-2000 miles ( )
more than 2000 miles ( )

34. Before you entered this institution had you attended other institutions?

Yes ( )
No ( )

If no, please continue with question # 36.

35. If yes, what type(s) of institution(s) did you attend?
(Please check all that apply.)

two-year community college ( )

four-year college/university ( )

vocational/technical/trade or
business school ( )

Other_____ ( )
(please specify)

36. Is your college administration sensitive to minority concerns?

Yes ( )
No ( )

37. Do you hold memberships in any campus clubs or organizations listed below?
(Please check all that apply.)

fraternity/sorority ( )

professional organization ( )

collegiate/intramural
sports team ( )

honor societies ( )

None ( )

Other _____ ( )
(please specify)

38. What is your current living arrangement at this institution? What would you prefer?

	current	prefer
racially integrated on-campus housing	( )	( )
racially segregated on-campus housing	( )	( )
racially integrated off-campus housing	( )	( )
racially segregated off-campus housing	( )	( )
home with parents	( )	( )
Other _____ (please specify)	( )	( )

39. The racial composition of the student body at your institution is:

more Whites than minorities ( )
half minorities/half Whites ( )
more minorities than Whites ( )

40. How much of your free time do you spend with students of a different racial/ethnic background? (Please check one.)

I spend all of my free time with students of my own racial/ethnic background ( )

I spend most of my free time with students of my own racial/ethnic background ( )

I spend some of my free time with students of my own racial/ethnic background. ( )

I do not spend any of my free time with students of my own racial/ethnic background. ( )

41. During the last year, how many hours did you spend during a typical week on the following activities?
(Please check <u>one</u> for each.)

	None	1-5 hrs.	5-10 hrs.	10-15 hrs.	15-20 hrs.	more than 20 hrs.
socializing w/friends	( )	( )	( )	( )	( )	( )
talking w/teachers outside of class	( )	( )	( )	( )	( )	( )
exercising/sports	( )	( )	( )	( )	( )	( )
working	( )	( )	( )	( )	( )	( )
student clubs/groups	( )	( )	( )	( )	( )	( )
hobbies	( )	( )	( )	( )	( )	( )
partying	( )	( )	( )	( )	( )	( )
watching TV	( )	( )	( )	( )	( )	( )
reading for pleasure	( )	( )	( )	( )	( )	( )
religious service	( )	( )	( )	( )	( )	( )
community service	( )	( )	( )	( )	( )	( )
practica/student teaching	( )	( )	( )	( )	( )	( )

42. Please estimate the percentage of financial assistance to support your college education (room, board, tuition and fees) which comes from these sources:

personal savings	_____%
parents/relatives	_____%
spouse	_____%
full-time job	_____%
part-time job	_____%
scholarship (federal/state)	_____%
scholarship (private)	_____%
grant (federal/state)	_____%
grant (private)	_____%
college work-study	_____%
parents' military benefits	_____%
personal military benefits	_____%
guaranteed student loan	_____%
other loans	_____%
Other _____ (please specify)	_____%

43. Was any of this financial aid specific for teacher education students only?

Yes ( )
No ( )

44. How helpful do you consider the following activities in recruiting more minority students into your teacher education program?
(Please check one for each item.)

	very helpful	helpful	not very helpful	don't know
Increase financial aid opporunity for minorities	( )	( )	( )	( )
Expand minority-oriented cultural and social events	( )	( )	( )	( )
Employ minority faculty, staff, and administrators	( )	( )	( )	( )
Increase special minority living accommodations	( )	( )	( )	( )
Offer more remedial and review coursework	( )	( )	( )	( )
Increase tutorial and counseling help for minorities	( )	( )	( )	( )
Offer more institutional information directed toward minority problems and concerns	( )	( )	( )	( )
Different admissions standards for minorities	( )	( )	( )	( )
More extensive recruiting by minority admissions counselors	( )	( )	( )	( )
Increase the use of minority students and faculty in student recruiting	( )	( )	( )	( )
Other_____ (please specify)	( )	( )	( )	( )

ATTITUDES/PERSPECTIVES ON TEACHER EDUCATION PROGRAM AND TEACHING

45. About how often have you done each of the following during the current school year?
(Please check one for each item.)

	frequently	sometimes	rarely	never
Made an appointment with education faculty member in his/her office.	( )	( )	( )	( )
Visited informally and briefly with an education instructor after class	( )	( )	( )	( )
Asked education instructor for comments and criticism about your work	( )	( )	( )	( )
Discussed your career plans and ambitions with an education faculty member	( )	( )	( )	( )
Worked with an education faculty member on a project	( )	( )	( )	( )
Discussed personal problems or concerns with an education faculty member	( )	( )	( )	( )

46. Which type of person has been helpful in preparing you for a teaching career?
(Please check all that apply.)

education professor	( )
other professor	( )
counselor	( )
elem./sec. teacher	( )
department chairperson	( )
mentor/cooperating teacher	( )
parent(s)/relative(s)	( )
elem./sec. teachers	( )
Other _____ (please specify)	( )

47. Are you experiencing success in your teacher education program?

Yes ( )
No ( )

If no, please continue with question # 49.

48. What specifically contributes to your success?
(Please check all that apply.)

education faculty	( )
fellow education students	( )
campus atmosphere	( )
not having to worry about finances	( )
good grades	( )
feedback from faculty	( )
Other _____ (please specify)	( )

49. Thus far in your program, how well have you been prepared in the following areas?
(Please check one for each item.)

	well	adequately	poorly
teaching methods	( )	( )	( )
classroom management	( )	( )	( )
instructional planning	( )	( )	( )
curriculum development	( )	( )	( )
materials development	( )	( )	( )
selection/use of instructional materials	( )	( )	( )
teaching with computers	( )	( )	( )
understanding and responding to student differences	( )	( )	( )
diagnosing the academic needs of the learner	( )	( )	( )
evaluating student learning	( )	( )	( )
content knowledge	( )	( )	( )

50. Have you made friends in your teacher education program?

Yes ( )
No ( )

If no, continue with question # 52.

51. How would you characterize your relationship with those individuals?

Very close ( )
We talk about academic and personal problems; share successes and failures; like being with each other.

Friendly ( )
We exchange information and talk about problems related to teaching; share friendly conversations.

Okay ( )
We get along and greet each other in passing; we are not particularly friendly.

52. What is the racial composition of the students in your teacher education program?

more Whites than minorities ( )
half minorities/half Whites ( )
more minorities than Whites ( )

53. Please rate the accessibility of education faculty members for assisting students in your teacher education program? (Please check one.)

almost always accessible	( )
most of the time accessible	( )
sometimes accessible	( )
rarely accessible	( )

54. Which of the following things do you like best about becoming a teacher? (Please check all that apply.)

relative security of income and position	( )
time (i.e. summer of travel)	( )
opportunity to help children grow and develop a relationship with them	( )
chance to educate myself in reading and preparing for classes	( )
chance to associate with other teachers and educators	( )
opportunity to wield influence over the lives of young people	( )
Other_____ (please specify)	( )

55. At this point in your program, how able do you think you are to perform the following tasks:
(Please check one for each item.)

	very able	somewhat able	unable	don't know
Help students work through problem situations caused by stereotypical attitudes	( )	( )	( )	( )
Get students from differing cultures to interact with each other	( )	( )	( )	( )
Present diversity of culture as a positive feature of American heritage	( )	( )	( )	( )
Analyze instructional materials for potentially stereotypical attitudes	( )	( )	( )	( )
Assist all students to understand the feelings of people from other ethnic groups or cultures	( )	( )	( )	( )
Help students examine their prejudices	( )	( )	( )	( )
Identify how language and cultural norms affect performance on certain test items	( )	( )	( )	( )
Identify the similarities and dissimilarities between Anglo-Americans and other cultures	( )	( )	( )	( )
Identify solutions to problems that may arise as the result of cultural diversity	( )	( )	( )	( )
Develop instructional methods that promote intercultural cohesiveness	( )	( )	( )	( )
Know ways in which various cultures contribute to our pluralistic society	( )	( )	( )	( )
Identify societal forces influencing opportunities for minority group members	( )	( )	( )	( )

56. Do you feel that you have been prepared to work with:

	Yes	No
persons from a different cultural background than your own	( )	( )
handicapped persons	( )	( )

57. Upon completion of your teacher education degree, what area do you expect to teach?
(Please check one.)

Early Childhood Education	( )
Elementary Education	( )
Secondary Education	( )
Special Education	( )
Bilingual Education	( )
Vocational Education	( )
Other _____ (please specify)	( )

58. When you go into teaching, what situation would you prefer?
(Please check one.)

To be free to teach exactly the way I consider best without interference from anyone.	( )
To be part of a group of competent teachers who work together to do the best possible job.	( )
To be part of a school organization where goals and purposes are spelled out by the principal.	( )

59. Listed below are a variety of different types of students and educational and geographical settings. How desirable would each be to you for your first teaching assignment? (Please check one for each item.)

	most desirable	desirable	least desirable	don't know
average ability	( )	( )	( )	( )
gifted/talented	( )	( )	( )	( )
low ability	( )	( )	( )	( )
physically handicapped	( )	( )	( )	( )
mentally handicapped	( )	( )	( )	( )
emotionally disturbed	( )	( )	( )	( )
learning disabled	( )	( )	( )	( )
minority setting	( )	( )	( )	( )
majority setting	( )	( )	( )	( )
non-English speaking children	( )	( )	( )	( )
traditional classroom/school	( )	( )	( )	( )
experimental classroom/school	( )	( )	( )	( )
high income setting	( )	( )	( )	( )
middle income setting	( )	( )	( )	( )
low income setting	( )	( )	( )	( )
rural	( )	( )	( )	( )
suburban	( )	( )	( )	( )
urban	( )	( )	( )	( )
my home town	( )	( )	( )	( )
my geographic region	( )	( )	( )	( )
anywhere nationally	( )	( )	( )	( )

Other _____
(please specify)

60. From your experience as a teacher education student, what do you consider to be the most important reasons why more minority students do not enter the teaching profession?.
(Please check all that apply.)

Low teacher salaries	( )
Discipline problems in the schools	( )
A feeling of exhaustion	( )
Frustration at being unable to achieve one's ideals as a teacher	( )
Low standing of teaching as a profession	( )
Students are unmotivated/uninterested in school	( )
Students are not being adequately prepared for taking e.g. the NTE test	( )
Parents don't support teachers	( )
Outstanding teacher performance goes unrewarded	( )
Greater job opportunities for women and minorities	( )
Difficulty of advancement	( )

61. As you are probably aware, a lot of discussion has occurred around the testing of teachers. Indicate whether you agree or disagree with the following statements.
(Please check one for each item.)

	agree	disagree
The testing of teachers in its current form is valuable and necessary	( )	( )
Testing teachers is necessary, however, current test instruments discriminate against minority students	( )	( )
Alternative forms of evaluation should be sought	( )	( )

62. If your institution/state currently has a test requirement in place, how well do you feel you have been prepared for it? (Please check one.)

well ( )
adequately ( )
poorly ( )

63. Is your present feeling toward teaching: (Please check one.)

enthusiastic ( )

slightly enthusiastic ( )

neutral ( )

not very enthusiastic ( )

not enthusiastic at all ( )

Thank you for your cooperation.

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